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ABSTRACT

The Preschool Racial Attitude Measure (PRAM) has been developed to provide a method for assessing the attitudes of pre-literature children toward Caucasian and Black persons. This manual provides information concerning the administration and scoring of the revised procedure--PRAM II. The revision entailed doubling the length, improving the artistic quality of the pictures, and adding a measure of racial identification while maintaining a supplementary sex-role score. The manual includes instructions for general administration conditions, testing procedures, scoring procedures, and interpretation of the scores. Appendixes comprise half the document and include a bibliography, references on related color meaning studies, a copy of PRAM II, and tables summarizing the results of a study in progress to standardize PRAM II. (Author/AJ)

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# PRESCHOOL RACIAL ATTITUDE MEASURE II (PRAM II): GENERAL INFORMATION AND MANUAL OF DIRECTIONS

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# PRESCHOOL RACIAL ATTITUDE MEASURE II (PRAM II):

## GENERAL INFORMATION AND MANUAL OR DIRECTIONS

The Preschool Racial Attitude Measure (PRAM) has been developed to provide a method for assessing the attitudes of pre-literate children toward light-skinned ("Caucasian") and dark-skinned ("Negro") persons. In its original form (PRAM I), the procedure has been employed in a number of investigations (see Bibliography), the results of which have indicated that the general rationale of the test was sound, and that a revised, psychometrically-improved version would provide a useful research tool for investigators interested in the development and modification of racial attitudes in young children.

The original version of the PRAM procedure was described by Williams and Roberson (1967). The present manual provides information concerning the administration and scoring of the revised procedure--PRAM II. Several major changes were involved in the PRAM II revision. The procedure was doubled in length to provide a more reliable racial attitude score, or alternatively, to allow for the division of the procedure into two equivalent halves for repeated testing (e.g., pre-post studies). Twenty-four new pictures were drawn to improve the general artistic quality of the stimulus materials and to remove the differential hair color of the figures used in PRAM I, where the light-skinned figure had had blonde hair, and the dark-skinned figure black hair; in PRAM II, both figures have black hair. PRAM II retains the supplementary sex-role score which serves as a useful measure of general conceptual development. The PRAM II materials may also be used to obtain a measure of racial identification.

PRAM II is currently being standardized for use with Caucasian and Negro preschool children and preliminary percentile norms are provided with this manual. Users of the procedure are urged to participate in the further standardization of the test by contributing data which they collect by reporting them on the form attached to the back of this manual (Table 8).

The PRAM II stimulus materials consist of 36 8 x 10 color photographs; 24 racial attitude pictures and 12 sex-role pictures. The materials may be purchased, at cost, for $75.00, or may be borrowed for brief periods with the payment of a service charge of $15.00.

## I. General Administration Conditions

PRAM should be administered in a relatively quiet room containing low chairs and a low table. If the test is given in a school setting, the testing room should be sufficiently removed from classrooms to eliminate distracting noises. Experimenters should be females. (Males would perhaps be acceptable as Es but they have not been employed.)

## II. Procedure for Racial-Attitude and Sex-Role Measures

S is taken to the designated room and seated at the low table across from E. After talk designed to build rapport, E places the PRAM picture notebook and answer sheet on the table and says:

> "What I have here are some pictures I'd like to show you, and stories to go with each one. I want you to help me by pointing to the person in each picture that the story is about. Here, I'll show you what I mean."

E then places the notebook flat on the table in front of S, opens to the first picture and reads the first story, ending with the key question. Table 1 shows the order in which the 36 pictures are arranged, and gives the stories read to the child in order. After S has responded by choosing the figure on his (S's) right (R) or left (L), E records the choice on the record sheet. (Looking at the record sheet, Table 2, it can be seen that E circles the letter corresponding to the picture chosen from S's viewpoint. For example, if S chooses the picture on his (S's) left, E circles the letter "L" which is also on the S's left on the record sheet.)

E then presents the second picture and story, following the same procedure until all 36 stories have been told, and responses recorded.

Equivalent Short Forms

Instead of a single 36 item test, PRAM II may be sub-divided into 2 equivalent sets of pictures and stories, Series A and B. Series A consists of items 1-18, and includes 12 racial attitude choices and 6 sex-role questions, as does Series B consisting of items 19-36. Current standardization data indicates that A and B are equivalent short forms. If the researcher wishes to split the test for a pre-post procedure, it is recommended that Series A be given first, and Series B used as retest at a later date.

## III. Scoring PRAM II

A. Racial Attitude Score - The RA score is obtained by counting the number of times S indicates the brown-skinned ("Negro") figure when a negative evaluative adjective (NEA) is used, plus the number of times he indicates the pinkish-tan skinned ("Caucasian") figure when a positive evaluative adjective (PEA) is employed. Since there are 24 racial attitude items, the possible score range is 0-24. It will be noted that racial-attitude items are marked with an asterisk (*) before the number on the record sheet, and sex-role items are unmarked. For each racial attitude item, the answer for which a point is counted has been underlined on the record sheet, so that a count of all the underlined letters (L or R) of items with an asterisk, which have been circled by E, gives the S's racial attitude score.

B. Sex-Role Score - The SR score is determined by considering responses to the 12 items without an asterisk in front of the number, and counting the number of times S chooses the female figure when a feminine activity is mentioned plus the number of times he chooses the male figure when a masculine activity is mentioned.

The range of scores here is 0-12, since there are 12 sex-role items. Sex-role appropriate responses are indicated by underlined letters (L or R), so that a count of the number of sex-role items with underlined letters circled by E, gives the sex-role score.

## IV. Interpretation of Scores

The meanings attached to the Racial Attitude (RA) and Sex Role (SR) scores from PRAM II rest on the general construct validity of the similar RA and SR measures from PRAM I, and on the PRAM II standardization data. Since these latter data are cited at several points below, a brief description of the 70-71 standardization study is given here. (More complete details are provided in the PRAM II; Technical Report #1.)

### 1970-71 Standardization Study

Subjects.--Ss were 232 preschool children, aged 40 to 80 months, living in Winston-Salem, N. C. Of this number, 128 were Caucasian children, obtained primarily through church-related kindergarten and nursery school programs; 104 were Negro children, obtained primarily from the year-round Head Start Program.

Procedure.--Each S was administered PRAM II, followed by the Peabody Picture Vocabulary Test (PPVT). Half of the Ss in each race group were tested by female Caucasian examiners; half were tested by female Negro examiners.

Results.--The results are described in detail in PRAM II: Technical Report #1. Among the major results were the findings that: (1) Racial Attitude (RA) scores were not a function of chronological age, sex, or PPVT IQ; (2) RA scores of Negro Ss were not a function of race of examiner; (3) RA scores of Caucasian Ss were significantly affected by the race of the examiner; (4) Sex Role (SR) scores correlated positively with chronological age and PPVT IQ. Mean chronological ages, RA scores, SR scores, and PPVT IQ scores are shown in Table 3. The standard deviation (S.D.) is also given for the RA scores in each group to permit investigators to make statistical comparisons of scores in

their group with the scores in the standardization groups.

Racial Attitude Scores

Since the Racial Attitude (RA) score is determined by counting the number of light-skinned figures chosen in response to a positive adjective plus the number of dark-skinned figures chosen in response to negative adjectives, the RA scores have "built-in" operational meanings: a high score indicates pro-Caucasian anti-Negro (C+ N-) bias; a low score indicates pro-Negro anti-Caucasian bias (N+ C-); and a mid-range score is indicative of no consistent racial bias.

Due to the "either-or" nature of the task, the binomial distribution can be used in determining how far above, or below, the mid-point of 12 a score must be to be considered indicative of a "significant" racial bias. The accompanying Table 4, which was generated from the binomial distribution, shows the per cent of a hypothetical group of subjects who would be expected to obtain each racial attitude score if the subjects were responding on a chance basis, i.e., they did not have any racial bias. From this table, one can determine the likelihood of a given score occurring "by chance" among children who are actually non-biased. From Table 4 it can be seen that scores of 10 or 14 would be expected by chance about 12 per cent of the time, and scores of 10 or less or 14 or more would be expected about 27% of the time. Thus, a score of 10 or 14 would not provide a very confident basis for inferring racial bias. On the other hand, scores of 7 or 17 would occur by chance only about 2 per cent of the time, and scores of 7 or less or 17 or more would occur only about 3 per cent of the time. Scores of 17 and up, and 7 and down can, thus, be considered almost always indicative of a significant bias. Table 4 makes it possible for each test user to select cutting points which are appropriate to his situation. For example, an investigator with access to a large subject population can set more extreme cutting points thus, minimizing the occurrence of "false-positives" in groups identified as biased.

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Table 5 may be used to compare the distribution of scores obtained from some particular group of children with the random, non-biased distribution. In this table, the RA scores have been classified into 5 groups as follows: scores of 17-24, definite C+ N- bias; 15-16 probable C+ N- bias; 10-14 non-biased; 8-9 probable N+ C- bias; 0-7, definite N+ C- bias. In the "chance expectancy" column in Table 5 is a reduced version of the chance distribution from Table 4. The remaining three columns present the score distributions from three groups of preschool children tested in the 1970-71 standardization study: (1) Caucasian children (N = 64) tested by Caucasian examiners; (2) Caucasian children (N = 64) tested by Negro examiners; and (3) Negro children (N = 104) tested by Negro and Caucasian examiners (there was no race of examiner effect here); (Statistical tests indicate that all three of the obtained distributions are significantly different from the chance distribution; see PRAM II: Technical Report #1). An investigator can determine (via $\chi^2$) whether his distribution of scores is significantly different from the chance distribution, or from the distributions in the standardization groups.

Another way of assigning meaning of RA scores is to obtain their percentile equivalents in an appropriate norm group. Table 6 presents percentile equivalents of racial attitude scores in the three norm groups: (1) the 64 Caucasian children tested by Caucasian examiners; (2) the 64 Caucasian children tested by Negro examiners; and the 104 Negro children tested by Negro and Caucasian examiners (there was no race of examiner effect with the Negro children). Separate sex or age group norms are not given since RA scores were not found to be significantly related to sex or to age, in the age range studied (see PRAM II; Technical Report #1). It will be noted that in each norm group two sets of percentiles are given. The first is the percentile as computed directly from the frequency distribution of RA scores in the sample. The second set of

percentile equivalents for each group is based on a smoothed distribution, derived on the assumption that the scores in the population represented by each norm sample are normally distributed. (The tenability of this assumption will remain open to examination as additional samples of subjects are obtained from each of the populations involved. There is, for example, some slight evidence of bimodality in the Negro subject data.)

The percentile tables are employed in a conventional manner. For example, a Caucasian child who makes a RA score of 22 when tested by a Caucasian examiner receives a computed percentile equivalent of 75 indicating that his score was higher than three-quarters of the children in the Caucasian S--Caucasian E norm group.

Sex-Role Scores

The sex-role procedure of PRAM II is virtually identical to that of PRAM I where the sex-role scores have served as a control or anchor measurement of a non-racial concept in studies of dealing with the development and modification of racial attitudes in young children. In developmental studies the sex-role scores, which increase with age and correlate positively with IQ, have served as an index of general conceptual development. In attitude change studies, the sex-role scores have been useful in demonstrating that the experimental procedures which produced changes in racial attitude, did not produce changes in an associated non-racial concept.

Table 7 displays the distribution of Sex-Role scores obtained by the children in the 70-71 standardization study, classified by race of subject and race of experimenter. The PRAM II: Technical Report #1 provides statistical analyses of these scores.

V. Racial Identification Procedure (Optional)

When the Racial Identification Measure is to be given, it is administered following the Racial Attitude-Sex Role procedure. Using only 12 of the racial attitude pictures (either Series A or Series B) E says:

"Now let's look at these pictures again. I want to ask you a few questions about the type of people in some of these pictures."

E then shows each of the 12 racial attitude pictures, and asks S to indicate one of the following in each picture: the "Negro" person, the "black" person, or the "white" person.

S has four opportunities each to designate the "white" person, the "black" person and the "Negro" person. Since some children may be familiar with the term "black," and not the term "Negro," or vice versa, S is classified as being "aware" of racial labels if he indicates (a) the pinkish-tan figure each of the four times "white" is used, and (b) the brown figure each of the four times "black" is used, and/or (c) the brown figure each of the four times "Negro" is used. The child who gets all four white correct; and either all four Negro correct, or all four black correct, is classified as "aware" of common racial labels. (See Williams and Roberson (1967) for use of a similar racial identification procedure with the PRAM I materials.)

## VI. Bibliography

### A. Reference for PRAM II

Williams, J. E. PRAM II: Technical Report #1. Department of Psychology, Wake Forest University, Winston-Salem, North Carolina (1971).

### B. References for PRAM I

The first paper describes the PRAM I instrument and procedure, and reports racial attitude scores of preschool Caucasian children. Papers two and three report racial attitude scores of preschool Negro children. Papers four through seven report on attitude change studies employing the PRAM I materials.

1. Williams, J. E. and Roberson, J. K. A method of assessing racial attitudes in preschool children. Educational and Psychological Measurement, 1967, 27, 671-689.

2. Vocke, J. M. Measuring racial attitudes in preschool Negro children. Master's Thesis, University of South Carolina, 1971.

3. McAdoo, H. P. Racial attitudes and self-concepts of Black preschool children. Doctoral Dissertation, University of Michigan, 1970.

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5. Edwards, C. D. and Williams, J. E. Generalization between evaluative words associated with racial figures in preschool children. Journal of Experimental Research in Personality, 1970, 4, 144-155.

6. McMurtry, C. A. and Williams, J. E. The evaluation dimension of the affective meaning system of the preschool child. Developmental Psychology, in press.

7. McAdoo, J. L. An exploratory study of racial attitude change in Black preschool children using differential treatments. Doctoral Dissertation, University of Michigan, 1970.

C. References on Related Color Meaning Studies

Concurrent with the development of the PRAM technique, a number of studies have been conducted using the Color Meaning Test (CMT), a procedure which assesses the young child's evaluative responses to the colors black and white. These studies are listed here since this topic has at least indirect implications concerning racial attitudes, and since the CMT rationale and procedure are quite similar to those of PRAM.

1. Renninger, C. A. and Williams, J. E. Black-white color connotations and race awareness in preschool children. Perceptual and Motor Skills, 1966, 22, 771-785.

2. Williams, J. E. and Roberson, J. K. A method of assessing racial attitudes in preschool children. Educational and Psychological Measurement, 1967, 27, 671-689.

3. Williams, J. E. and Edwards, C. D. An exploratory study of the modification of color concepts and racial attitudes in preschool children. Child Development, 1969, 40, 737-750.

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5. Skinto, S. M. Racial awareness in Negro and Caucasian elementary school children. Master's Thesis, West Virginia University, 1969.

6. Gordon, Lucy H. Responses of preschool children to potency, activity and evaluative adjectives. Master's Thesis, Wake Forest University, 1970.

7. McAdoo, J. L. An exploratory study of racial attitude change in Black preschool children using differential treatments. Doctoral Dissertation, University of Michigan, 1970.

8. Vocke, J. M. Measuring racial attitudes in preschool Negro children. Master's Thesis, University of South Carolina, 1971.

9. Figura, A. L. The effect of peer interaction on the self-concept of Negro children. Master's Thesis, DePaul University, 1971.

Table 1 [11]

PRAM II

Series A

1. SR - Cauc. girl - cauc. boy sitting

Here are two children. One of these children has four dolls with which they like to have tea parties. Which child likes to play with dolls?

2. RA - Negro little boy - Cuac. little boy - walking

Here are two little boys. One of them is a kind little boy. Once he saw a kitten fall into a lake and he picked up the kitten to save it from drowning. Which is the kind little boy?

3. RA- Cauc. little girl - Negro little girl - standing

Here are two little girls. One of them is an ugly little girl. People do not like to look at her. Which is the ugly little girl?

4. SR - Negro teenage boy - Negro teenage girl - sitting

Here are two children. They are thinking about what they want to be when they grow up. One of them wants to be a policeman. Which one wants to be a policeman?

5. RA - Cauc. teenage boy - Negro teenage boy - standing

Here are two boys. One of them is a friendly boy. He has a lot of friends. Which one is the friendly boy?

6. RA - Negro teenage girl - Cauc. teenage girl - walking

Here are two girls? When a lady asked on e of them where she lived, the girl gave the wrong answer. Which is the wrong girl?

7. SR- Cauc. man - Cauc. woman - walking

Here are two people. After supper one of these people clears the table and washes all the dishes. Which person washes the dishes?

8. RA - Cauc. woman - Negro woman - sitting

Here are two women. One of them is a nice woman. She does nice things for her husband and children. Which is the nice woman?

9. RA - Negro man - Cauc. Man - standing

Here are two men. One of them is a bad man. He took money out of his children's piggy bank and never put it back. Which is the bad man?

10. SR - Negro teenage girl - Negro teenage boy - standing

Here are two young people. One of them works at a gas station after school. Which one works at a gas station?

11. RA - Negro man - Cauc. man - standing

Here are two men. One of them is a healthy man. He never has a cold or a high temperature. Which is the healthy man?

12. RA - Cuac. woman - Negro woman - sitting

Here are two women. One of them is a sad woman. She has been left alone with no one to talk to. Which is the sad woman?

13. SR - Cauc. woman - Cauc. man - standing

Here are two people. One of these people has baked two delicious apple pies. Which person baked the pies?

14. RA - Cauc. little boy - Negro little boy - standing

Here are two little boys. One of them is a clean little boy. Whenever he washes his his face he also washes behind his ears. Which is the clean little boy?

15. RA - Negro teenage girl - Cauc. teenage girl - sitting

Here are two girls. One of them is a stupid girl. She doesn't even know how to spell her name. Which is the stupid girl?

16. SR - Negro man - Negro woman - standing

Here are two people. When the car won't run, one of them is always able to fix it. Which person can fix the car?

17. RA - Cauc. man - Negro man - sitting

Here are two men. One of them is a very selfish man. He does not care about anyone except himself. Which is the selfish man?

18. RA - Negro woman - Cauc. woman - walking

Here are two women. People say that one of them is a wonderful woman. She can do almost anything. Which is the wonderful woman?

SERIES B

19. SR - Cauc. little girl - Cauc. little boy - standing

Here are two children one of them wants to grow up and be a cowboy. Which child wants to be a cowboy?

20. RA - Negro little girl - Cauc. little girl - sitting

Here are two little girls. Everyone says that one of them is very pretty. Which is the pretty girl?

21. RA - Cauc. little boy - Negro little boy - sitting

Here are two little boys. One of them is a very naughty little boy. He drew pictures on the walls of his house with his crayons and upset his mother. Which is the naughty little boy?

22. SR - Negro little boy - Negro little girl - standing

Here are two children. One of them likes to dress up in their mother's clothes and pretend that they are grown up. Which child likes to dress up in their mother's clothes?

23. RA - Cauc. teenage girl - Negro teenage girl - standing

Here are two girls. One of them is a happy girl. She smiles almost all of the time. Which one is the happy girl?

24. RA Negro teenage boy - Cauc. teenage boy - sitting

Here are two boys. One of them is a cruel boy. When he comes home from school and his dog runs to meet him, he kicks his dog. Which is the cruel boy?

25. SR - Cauc. woman - Cauc. man - sitting

Here are two people. One of them likes to go shopping. When they go shopping they like to buy new dresses. Which person likes to buy new dresses?

26. RA - Cauc. man - Negro man - walking

Here are two men. One of them is a mean man. He throws rocks at dogs and cats when they come into his yard. Which is the mean man?

27. RA - Negro woman - Cauc. woman - standing

Here are two women. One of them is a good woman. She does things for her neighbors and her children. Which is the good woman?

28. SR _ Negro man - Negro woman - sittin g

Here are two people. One of them built a barn for their animals to live in. Which person built the barn?

29. RA - Negro woman - Cauc. woman - standing

Here are two women. One of them is a helpful woman. Whenever someone is sick she goes to help them. Which is the helpful woman?

30. RA - Cauc. man - Negro man - sitting

Here are two men. One of them is an unfriendly man. He will not speak to any of the children playing in his neighborhood. Which is the unfriendly man?

31. SR - Cauc. woman - Cauc. man - standing

Here are two young people. One of them likes to play football every afternoon after school. Which one likes to play football?

32. RA - Cauc. teenage boy - Negro teenage boy - walking

Here are two boys. One of them is a smart boy. When the T.V. set breaks, he can fix it all by himself. Which is the smart boy?

33. RA - Negro little girl - Cauc. little girl - walking

Here are two little girls. One of them is a dirty little firl. People say she does not take a bath very often. Which is the dirty little girl?

34. SR - Negro teenage boy - Negro teenage girl - walking

Here are two young people. One of them likes to wear lipstick. Which one likes to wear lipstick?

35. RA - Cauc. man - Negro man - walking

Here are two men. One of these men is right. When someone asks him a question, he always knows the right answer. Which man is right?

36. RA - Negro woman - Cauc. woman - standing

Here are two woman. One of them is ~~axixxx~~ a sick woman. She has to stay in the house most of the time. Which is the sick woman?

Table 2

PRESCHOOL RACIAL ATTITUDE MEASURE (PRAM II)
Record and Scoring Sheet

NAME _____

SCHOOL _____ DATE TESTED _____ RACE (Code): C or N

BIRTHDATE _____ EXAMINER _____ SEX (Code): M or F

Circle L or R for "left" or "right" figure indicated

| | SERIES A | | | SERIES B | |
|---|---|---|---|---|---|
| 1. | R | L | 19. | R | L |
| *2. | R | L | *20. | R | L |
| *3. | R | L | *21. | R | L |
| 4. | R | L | 22. | R | L |
| *5. | R | L | *23. | R | L |
| *6. | R | L | *24. | R | L |
| 7. | R | L | 25. | R | L |
| *8. | R | L | *26. | R | L |
| *9. | R | L | *27. | R | L |
| 10. | R | L | 28. | R | L |
| *11. | R | L | *29. | R | L |
| *12. | R | L | *30. | R | L |
| 13. | R | L | 31. | R | L |
| *14. | R | L | *32. | R | L |
| *15. | R | L | *33. | R | L |
| 16. | R | L | 34. | R | L |
| *17. | R | L | *35. | R | L |
| *18. | R | L | *36. | R | L |

A. Notes:

(1) Responses are recorded from Ss point of view, i.e., E circles L or R according to S's choice from S's viewpoint.

(2) The 24 Racial Attitude items are indicated with an asterisk; underlined responses are pro-Caucasian and anti-Negro.

(3) The 12 Sex-Role items are those with no asterisk; underlined responses are sex-appropriate responses.

B. Scoring:

(1) RA Score = _____

(Consider as asterisked items, and count number of underlined letters which have been circled.)

(2) SR Score = _____

(Consider non-asterisked items, and count number of underlined letters which have been circled.)

Table 3

SUMMARY DATA FROM 1970-71 STANDARDIZATION STUDY

| Group | N | Mean Age (Mos.) | Mean PPVT-IQ Scores | Mean RA Score | Mean SR Score |
|---|---|---|---|---|---|
| Caucasian Children w/ Caucasian Examiners | 64 (39 M; 25 F) | 64.7 | 109.6 | 18.8 (S.D. = 3.62) | 11.8 |
| Caucasian Children w/ Negro Examiner | 64 (31 M; 33 F) | 66.1 | 107.4 | 15.4 (S.D. = 5.08) | 11.3 |
| Negro Children (Caucasian and Negro Examiners) | 104 (37 M; 67 F) | 64.3 | 83.4 | 14.5 (S.D. = 5.12) | 10.7 |

Table 4

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HYPOTHETICAL DISTRIBUTION OF RACIAL ATTITUDE SCORES IN A GROUP OF Ss RESPONDING IN A RANDOM (i.e., NON-BIASED) BASIS

| RA Score | % (Rounded) of Ss Who Would Make a Given Score | % (Rounded) of Ss Who Would Make This Score or a Score More Extreme |
|---|---|---|
| 21-24 | * | |
| 20 | 0.1 | 0.1 |
| 19 | 0.3 | 0.4 |
| 18 | 0.8 | 1.2 |
| 17 | 2.1 | 3.3 |
| 16 | 4.4 | 7.7 |
| 15 | 7.8 | 15.5 |
| 14 | 11.7 | 27.2 |
| 13 | 14.9 | |
| 12 | 16.1 | |
| 11 | 14.9 | |
| 10 | 11.7 | 27.2 |
| 9 | 7.8 | 15.5 |
| 8 | 4.4 | 7.7 |
| 7 | 2.1 | 3.3 |
| 6 | 0.8 | 1.2 |
| 5 | 0.3 | 0.4 |
| 4 | 0.1 | 0.1 |
| 0-3 | * | |

* Scores in these ranges would occur on a chance basis less than 1 time in 10,000.

Table 5

DISTRIBUTIONS OF RACIAL ATTITUDE SCORES OF PRESCHOOL CHILDREN CLASSIFIED INTO FIVE CATEGORIES

| RA Score Range | Category | Chance Expectancy | 1970-71 Standardization Data | | |
|---|---|---|---|---|---|
| | | | Caucasian Ss (Cauc E) | Caucasian Ss (Negro E) | Negro Ss (Cauc and Negro Es) |
| 17-24 | Definite C+ N- Bias | 3.3% | 76.6% | 43.8% | 35.6% |
| 15-16 | Probable C+ N- Bias | 12.2% | 12.5% | 12.5% | 15.4% |
| 10-14 | Non-Biased | 69.3% | 9.4% | 32.8% | 35.6% |
| 8-9 | Probable N+ C- Bias | 12.2% | 0.0% | 4.7% | 3.9% |
| 0-7 | Definite N+ C- Bias | 3.3% | 1.6% | 6.3% | 9.6% |

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Table 6

PERCENTILE EQUIVALENTS OF RACIAL ATTITUDE SCORES IN THREE GROUPS OF PRESCHOOL CHILDREN

Note: The percentile equivalent of a given score indicates the per cent of cases scoring below that score

| RA Score | Cauc. Ss w/ Cauc Es | | Cauc. Ss w/ Negro Es | | Negro Ss (Cauc. and Negro Es) | |
|---|---|---|---|---|---|---|
| | Computed %ile | Smoothed %ile | Computed %ile | Smoothed %ile | Computed %ile | Smoothed %ile |
| 24 | 95 | 91 | 97 | 93 | 99 | 96 |
| 23 | 83 | 85 | 95 | 90 | 95 | 94 |
| 22 | 75 | 78 | 86 | 87 | 91 | 92 |
| 21 | 58 | 69 | 80 | 84 | 87 | 89 |
| 20 | 55 | 58 | 75 | 78 | 85 | 84 |
| 19 | 45 | 48 | 70 | 73 | 79 | 79 |
| 18 | 33 | 38 | 64 | 66 | 73 | 73 |
| 17 | 24 | 27 | 56 | 59 | 65 | 66 |
| 16 | 19 | 19 | 50 | 52 | 57 | 59 |
| 15 | 11 | 12 | 44 | 46 | 49 | 52 |
| 14 | 6 | 8 | 39 | 43 | 38 | 43 |
| 13 | 5 | 5 | 25 | 31 | 27 | 35 |
| 12 | 2 | 3 | 19 | 26 | 23 | 29 |
| 11 | 2 | 1 | 16 | 21 | 19 | 24 |
| 10 | 2 | 1 | 11 | 16 | 14 | 18 |
| 9 | 2 | | 8 | 12 | 10 | 13 |
| 8 | 2 | | 6 | 8 | 10 | 10 |
| 7 | 2 | | 6 | 5 | 9 | 7 |
| 6 | 2 | | 6 | 4 | 8 | 5 |
| 5 | 0 | | 5 | 3 | 6 | 3 |
| 4 | | | 3 | 2 | 4 | 2 |
| 3 | | | 0 | 1 | 4 | 1 |
| 2 | | | | 1 | 2 | 1 |
| 1 | | | | 1 | 1 | |
| 0 | | | | | 0 | |

Table 7

SEX ROLE SCORES OF Ss IN THE 1970-71 STANDARDIZATION STUDY

| Sex Role Score | Caucasian Ss (Cauc. E) N = 64 | | Caucasian Ss (Negro E) N = 64 | | All Caucasian Ss N = 128 | | Negro Ss (Cauc. E) N = 52 | | Negro Ss (Negro E) N = 52 | | All Negro Ss N = 104 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | f | % |
| 12 | 52 | 81.3 | 46 | 71.9 | 98 | 76.6 | 30 | 57.7 | 17 | 32.7 | 47 | 45.2 |
| 11 | 9 | 14.1 | 7 | 10.9 | 16 | 12.5 | 11 | 21.2 | 12 | 23.1 | 23 | 22.1 |
| 10 | 2 | 3.1 | 4 | 6.3 | 6 | 4.7 | 4 | 7.7 | 9 | 17.3 | 13 | 12.5 |
| 9 | 1 | 1.5 | 3 | 4.7 | 4 | 3.1 | 4 | 7.7 | 4 | 7.7 | 8 | 7.7 |
| 8 | | | 2 | 3.1 | 2 | 1.6 | 2 | 3.9 | 3 | 5.8 | 5 | 4.8 |
| 7 | | | 1 | 1.6 | 1 | .8 | 1 | 1.9 | 4 | 7.7 | 5 | 4.8 |
| 6 | | | | | | | | | 2 | 3.9 | 2 | 1.9 |
| 5 | | | | | | | | | 1 | 1.9 | 1 | 1.0 |
| 4 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 2 | | | 1 | 1.6 | 1 | .8 | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |

Table 8

DATA POOL FORM

Investigators using PRAM II are urged to contribute their data toward the further standardization of the procedure. This may be done by: (1) sending the original record and scoring sheets for xeroxing and return; or (2) by compiling the data in the summary form given below. Please send data to J.E. Williams, Department of Psychology, Wake Forest University, Winston-Salem, North Carolina 27109

Investigator _____ Date _____

Address _____ Title of Study _____

_____ Study Description (special characteristics of subjects or procedures)

_____

Phone Number _____

_____

_____

| Subject | 1 Age at Administration (Months) | Sex | Race of S | Race of E | RA Score* | SR Score | Other special characteristics of subject |
|---|---|---|---|---|---|---|---|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

*If Series A and B are scored separately, please report both scores.